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ABSTRACT

Using Madeline Hunter's Clinical Teaching Model as a guide, the Geary County Unified School District (Junction City, Kansas) established a staff development program that increased student achievement, assisted teachers in setting practical goals for the improvement of instruction, served as the impetus for the district's Effective Schools Program, and provided the opportunity for developing a useful liaison between the district and Kansas State University. This report describes the district, the events leading up to the decision to implement a staff development program using the Clinical Teaching Model, the characteristics of the program and the participants, the testing and improvement of the design for the program, the structuring and content of the two courses included in the teacher training aspect of the program, the nature of the clinical supervision aspect of the program, program objectives, the development of cooperation with the university, dissemination of the program to other districts, assessment of the program's impact according to participants and student test scores, and the program budget. Factors possibly accounting for the program's success are noted, including the facts that all teachers new to the district are required to participate and that all participants are paid. (PGD)

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STAFF DEVELOPMENT FOR INSTRUCTIONAL IMPROVEMENT AND ACCOUNTABILITY

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Paper presented at the Seventh Annual Rural and Small Schools Conference, October 28, 1985, Kansas State University, Manhattan, Kansas; Association for Supervision and Curriculum Development Annual Conference March 3, 1986, San Francisco, California; and Second Annual State Leadership Conference, Kansas State Department of Education, Wichita, Kansas, April 30, 1986.

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INTRODUCTION TO GEARY COUNTY CLINICAL TEACHING PROGRAM

Since 1980, the Geary County Unified School District, Number 475, Junction City, Kansas, has been working to implement a staff development model for instructional improvement in district schools focusing on Clinical Teaching. The model has been implemented in all district attendance centers with the beginning of the 1985-86 school year. To date more than 1,500 teachers and more than 100 administrators have participated in the Clinical Teaching program.

The Geary County staff development program is exemplary because it involves beginning and experienced staff members in a cooperative, positive instructional improvement effort. This effort has had a positive impact on student achievement in the district. The Geary County Clinical Teaching program, which was implemented through a cooperative effort with nearby Kansas State University, has resulted in the development of an original Clinical Teaching model that was the subject of a recently published book.

DESCRIPTION OF THE SCHOOL DISTRICT

The Geary County Unified School District is located in north central Kansas and had a 1984-85 enrollment of 6,654 students, making the district the eighth largest in the state of Kansas. The district employed 492 professional employees during the 1984-85 school year, including teachers, administrators, psychologists, nurses, and social workers. There were 361 classified employees during the 1984-85 school year.

The Geary County School District serves a highly mobile population of students due to the location of six of the district's seventeen

attendance centers on the Fort Riley military reservation. Turnover of students, coupled with the high turnover rate of teachers in the district, presents unusual challenges for instruction. The high turnover rate of teachers can be attributed to a high number of military spouses and spouses of graduate students at the nearby Kansas State University.

The Geary County Unified School District serves a substantial number of children from low income families. Seven of the district's thirteen elementary schools qualified for Chapter I aid during the 1984-85 school year with student populations exceeding the district wide average 20.36 percent of low income students. Because of research studies linking low income to lower student achievement in school, these low income students are of particular concern to the district.

The district also serves a multi-cultural student population. During the 1984-85 school year, the district enrollment included the following approximate percentages of students: White--59 percent, Black--28 percent, Spanish surname--6 percent, and Asian--6 percent.

ESTABLISHING THE NEED FOR THE PROGRAM

The Clinical Teaching program in the Geary County Schools is part of a long-term instructional improvement effort that began in 1977 with the setting of district goals. These goals were set with the participation of educators, community leaders, representatives of civic groups, and other citizens who were invited by the district to participate in this effort. The district goals provided the basis for the writing of district curriculum guides, specifying the scope and sequence of learning in each subject area and grade level in the district. The curriculum guides were written by district teachers and

are updated and reevaluated periodically.

When the curriculum guide writing efforts were successfully concluded in 1980, the district began looking for an instructional model which would assist district teachers in implementing the curriculum guides in district classrooms. The Board of Education, district administrators, and teachers saw the need for a program to help teachers work more effectively with students and which would promote effective, help-type supervision by the administrative staff. After extensive review of the current educational literature related to instructional improvement, consultation with faculty members at Kansas State University and other public school districts, and attendance at regional and national conferences related to instructional improvement, the district administration became interested in the Clinical Teaching model of Dr. Madeline Hunter of the University of California, Los Angeles. Dr. Hunter was invited to the school district and conducted a staff development session for teachers and administrators in February, 1981. Following Dr. Hunter's presentation, the administrative staff and the Board of Education voted unanimously to begin a program to implement Clinical Teaching and Clinical Supervision in district schools by the 1985-86 school year.

DESCRIPTION OF THE CLINICAL TEACHING PROGRAM

The Clinical Teaching program is divided into two major parts in the Geary County Unified School District. Since 1983, all teachers new to the school district, regardless of their previous amount of teaching experience, have been required to participate in the Part One Clinical Teaching class during their first year of employment in the school district. A Part Two class is optional, but participation

in strongly encouraged by the district administration.

Initially, a cadre of four administrators, comprised of a central office administrator, the high school principal, a junior high school principal, and an elementary school principal, were selected to receive training in Clinical Teaching from Dr. Madeline Hunter during a two week summer session at the University of California, Los Angeles, in 1981. The four member team then returned to the district and trained the remaining district administrators and teacher volunteers in the summer and throughout the 1981-82 school year. Administrators were also provided with training in the Clinical Supervision process, which included inservice by Dr. Michael Martin of the University of Colorado.

During the summer of 1982, additional administrators received training in Dr. Hunter's model from Dr. Joan Maxwell, an associate of Dr. Hunter's from the University of California, Los Angeles. Later that summer, Dr. Maxwell came to Junction City and conducted a week-long seminar of administrators and teacher volunteers, extending the participants' knowledge of the Clinical Teaching and Clinical Supervision models. During the 1982-83 school year, additional teachers were trained in the Hunter model, and an advanced course was developed for teacher volunteers focusing on implementation strategies which were designed to make the model more practical for the practicing teacher.

Throughout the early implementation efforts, regular evaluations and needs assessments were conducted to monitor teacher and administrator reactions to the program. Two major needs became evident: the need for a single instructor to replace the administrative cadre or "team" who had been conducting the sessions for teachers and development of a resource guide for district

administrators to assist them in working more effectively with teachers using the Clinical Teaching model.

As part of a doctoral study at Kansas State University, a resource guide for administrators was developed to assist them in implementing the model. The guide was field tested with district administrators, revised, and then field tested with selected administrators of four other school districts in the state of Kansas. The final revision of the resource guide was introduced to administrators as part of their inservice at the beginning of the 1984-85 school year.

Beginning in 1983, a single instructor was selected from the team to provide the instruction to participants in the Clinical Teaching program. Teachers who were required to take the course as part of their first year of employment in the Geary County Schools were paid for their participation. These two improvements in the program resulted in substantial improvements in the evaluations of participants in both the Part One and Part Two programs. Although a single instructor is currently used for the program, the administrative cadre still meets regularly to oversee the Clinical Teaching program and to assist with the instructional functions as needed.

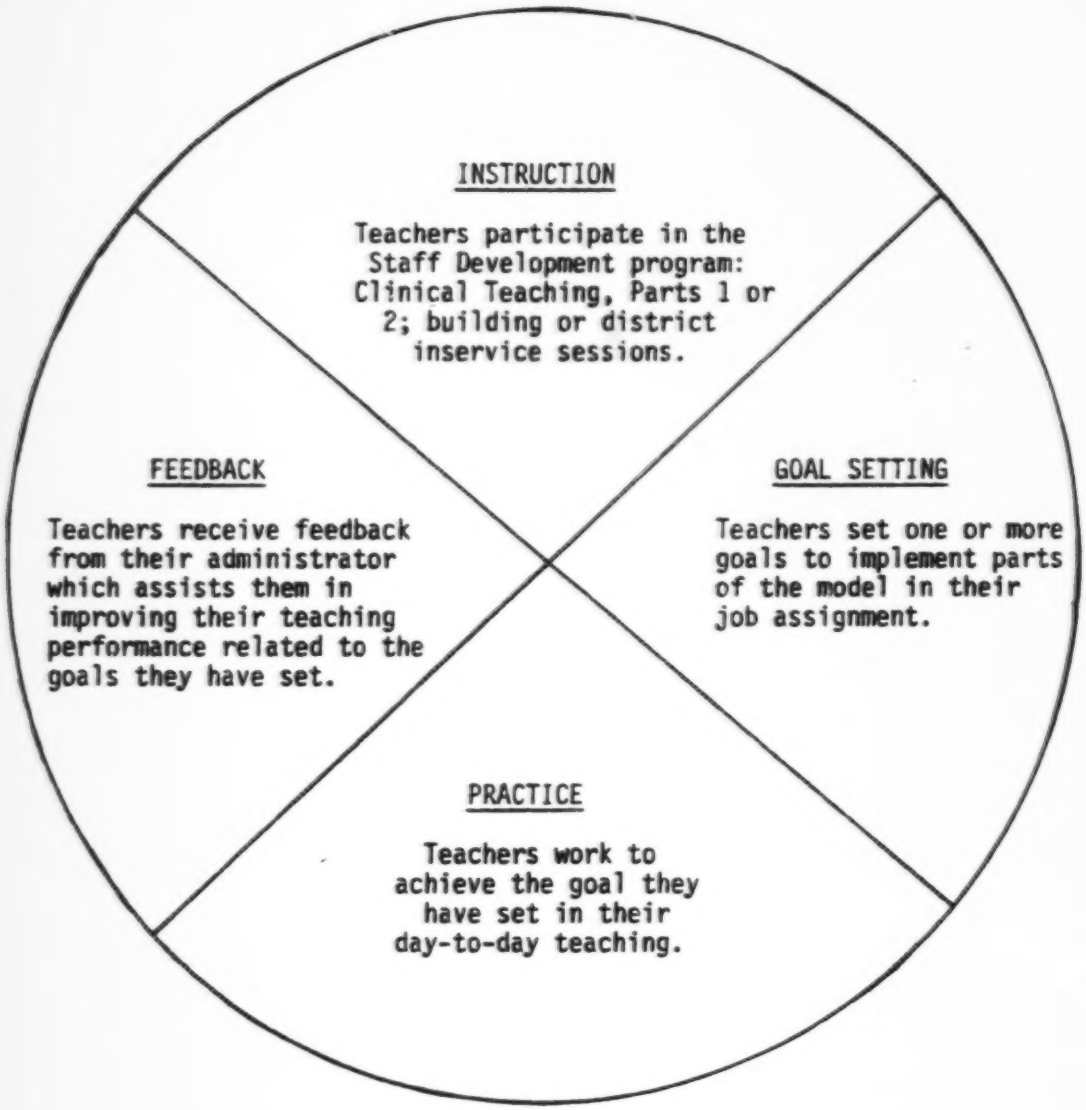
Since its inception in 1981, the Geary County Clinical Teaching program has been based on Dr. Madeline Hunter's Clinical Theory of Instruction program developed at the University of California, Los Angeles. The Part One course is designed to acquaint participants with Dr. Hunter's model and to provide the participants with a common vocabulary related to instruction that will assist them in working with their instructional supervisor, the building principal. The Geary County teacher evaluation program was designed to work with the Clinical Teaching and Clinical Supervision models in use in the

district, and a major goal of the first Clinical teaching class is to provide participants with an introduction to Clinical Teaching theory and its importance in the Geary County District. The Part One Clinical Teaching course consists of eighteen hours of instruction focusing on teacher decision making in the areas of content, teacher behavior, and student behavior. Major topics addressed in the Part One course include: alterable and unalterable variables, content decisions, motivation, retention theory, and lesson design. A desired outcome of the Part One course is that participants will set one or more goals related to Clinical Teaching to work on in their job assignment. Because principals have been trained in Clinical Teaching and Supervision, they provide vital feedback necessary to assist the teacher in working towards attainment of their goal and later in setting other goals related to Clinical Teaching. This improvement cycle is illustrated in the diagram on the following page.

Building and district level inservice sessions, planned on the basis of needs assessments of the various building faculties, support and extend the concepts presented in the Part One course. The August, 1985, district level inservice session, for example, featured Barbara Coloroso, a noted expert in the field of student motivation.

The Part Two class is an eighteen hour workshop designed to extend the knowledge of participants from the Part One program and focuses on implementation strategies which assist the teacher in using learning theory productively in the actual classroom setting. An original model, developed by administrators in the district, serves as the basis for the Part Two course. This model has been summarized in the book INSTRUCTION AND SUPERVISION FOR ACCOUNTABILITY by Lawrence Lyman, Alfred Wilson, Kent Garhart, and Max Heim (Kendall/Hunt Publishers,

TABLE 1: THE INSTRUCTIONAL IMPROVEMENT CYCLE (CLINICAL TEACHING)


INSTRUCTION
Teachers participate in the Staff Development program: Clinical Teaching, Parts 1 or 2; building or district inservice sessions.
GOAL SETTING
Teachers set one or more goals to implement parts of the model in their job assignment.
PRACTICE
Teachers work to achieve the goal they have set in their day-to-day teaching.
FEEDBACK
Teachers receive feedback from their administrator which assists them in improving their teaching performance related to the goals they have set.

Feedback from trained administrators reinforces the staff development program and assists teachers in reaching their goals for instructional improvement.

1985) which serves as the textbook for the course in the district and also in university settings. Major focuses of the Part Two class include: goal setting, task analysis, motivation, brain function and learning styles, the teacher as an effective human being, and using elements of structure to improve student learning. A brief introduction to the Clinical Supervision process is provided which assists participants in understanding the assessment process used in the school district.

During the 1985-86 school year, a Part Three course is being designed at the request of teachers. The Part Three course will be a seminar of shorter duration focusing on specific topics suggested by teachers. Unlike the Part One and Two courses which are offered in the summer or after school hours, the Part Three course will be offered during the school day with release time provided to participants. A newsletter, focusing on topics related to Clinical Teaching and Supervision, is also being produced during the 1985-86 school year.

District administrators have participated in Clinical Teaching classes and receive regular inservice instruction in Clinical Supervision to assist them in carrying out their role of instructional leaders in the district. The building administrator assists teachers in setting instructional improvement goals related to the Clinical Teaching process and provides the necessary feedback and coaching to reinforce the Clinical Teaching classes.

OBJECTIVES OF THE CLINICAL TEACHING PROGRAM

The Geary County Clinical Teaching program is based on the proven concept that as teacher decision making improves, student achievement, self-concept, and enthusiasm for learning will predictably improve as

well. As a result, the Clinical Teaching classes, Parts 1 and 2, provide teachers with research about effective decision making that teachers can use practically in their assignments. The objectives for the Part 1 and 2 Clinical Teaching classes are presented on pages 10 and 11.

UNIVERSITY COOPERATION WITH THE MODEL

Since the Geary County Schools began offering training for its teaching staff in Clinical Teaching, Kansas State University has been a partner with the district. The university, through contact with Dr. Al Wilson and other consultants, provided consultation and advice to the district which aided in successful implementation of the program. During the 1981-82 and 1982-83 school years, graduate credit was available to participants in the program through a special arrangement with Dr. Wilson and the Department of Administration and Foundations. The ability to offer university credit was invaluable in helping to attract teacher volunteers to participate in the Clinical Teaching classes, especially before payment was offered to teachers in their first year of employment in the district.

During the 1984-85 school year, the Clinical Teaching classes, Parts 1 and 2, were evaluated thoroughly by Dr. Mary Harris, Head of the Department of Curriculum and Instruction. Based on her recommendation, the Parts 1 and 2 classes became a regular off-campus course offering of the Continuing Education Division of Kansas State University. Each course carries one unit of graduate or undergraduate credit. The district program instructor teaches the course as an adjunct member of the Curriculum and Instruction faculty.

In the summer of 1985, the Geary County Clinical Teaching classes, Parts 1 and 2, were offered on the Kansas State University campus as

OBJECTIVES FOR THE PART ONE CLASS

1. Participants will attend and participate in all class sessions.

2. Participants will complete assigned readings.

3. Given a list of factors which may influence a student's educational achievement, participants will identify those factors the school can control and those factors beyond the control of the school.

4. Teachers will identify content decisions as the most important decisions made by the teacher.

5. Teachers will identify effective and ineffective terminal objectives.

6. Teachers will identify the components of a task analysis and write a brief task analysis for a given terminal objective.

7. Teachers will determine the level of difficulty (based on Bloom's Taxonomy) of given instructional objectives.

8. Teachers will identify the six principles of Hunter's motivation theory and identify the principles being used in given instructional examples.

9. Teachers will identify appropriate and inappropriate reinforcement strategies.

10. Teachers will identify Hunter's principles of retention, practice, and transfer.

11. Given examples of instructional activities, teachers will determine ways to make those activities meaningful for students.

12. In a videotape of a classroom teaching sequence, teachers will identify the steps of the eight step lesson plan being used in the lesson.

13. Given a list of selected components of the Hunter model, participants will identify the decision making area involved in each component.

Terminal Objective: Participants will set one or more instructional goals related to the Clinical Teaching model for implementation in their particular job assignment and write a plan for implementing their goal.

OBJECTIVES FOR THE PART TWO CLASS

Entry Level: Participants in Applying Clinical Teaching will have completed Clinical Teaching, Part 1.

1. Participants will attend and participate in all class sessions.
2. Participants will complete assigned readings.
3. Given sample teaching activities, participants will identify district goals the activities relate to.
4. Participants will identify advantages and disadvantages of three diagnostic strategies.
5. Participants will identify advantages and disadvantages of possible groupings of students for effective instruction.
6. Participants will identify preferred materials and activities for instruction.
7. Participants will complete a survey to determine their effectiveness in the area of physical and emotional well-being and safety and will set goals for improvement as needed.
8. Given examples of student misbehavior, participants will identify the student's goal and the appropriate teacher response.
9. Participants will identify elements of structure and transfer in given examples.
10. Participants will use the model to identify possible solutions to given instructional problems.
11. Participants will use the model to identify the component being used in 16 given teaching situations.
12. Participants will identify conditions necessary for effective clinical supervision of instruction.
13. Given a supervisor's record of an observation, participants will label components of the model.
14. Participants will write a task analysis for a learning task of their choice OR write a scope and sequence chart for a subject of their choice.
15. Participants will teach a brief lesson to demonstrate their ability to apply their knowledge to a specific teaching situation and will provide feedback to other teachers about a teaching sequence they observe.

Terminal Objective: Participants will apply components of the model appropriately to their teaching assignments.

part of the University's regular summer school program. Thirty-eight teachers from eight school districts, including the Geary County Schools, participated in the Part 1 course, and 28 teachers, representing seven school districts, including Geary County, participated in the Part 2 course. The summer courses were taught by the Geary County program instructor, serving as a temporary Assistant Professor for the summer session.

The university/school district liaison has helped attract participants for the Parts 1 and 2 classes and has served to provide validation for the district's staff development efforts. The university has been served by increasing the service it provides to practicing teachers using the Clinical Teaching program which was not available at the university before its contact with Geary County.

Three doctoral studies have been completed at Kansas State University based on the Geary County Clinical Teaching program. Dr. Larry Clark, former Junction City High School principal, and currently Superintendent of the Burlington, Kansas Schools did a study of the time required by participants to implement the program in their respective classroom assignments. Dr. David Flowers, Director of Secondary Education, measured the effectiveness of the Clinical Teaching program and other district programs in improving instruction in selected buildings. Dr. Lawrence Lyman, an elementary principal, designed a resource notebook for administrators to use in implementing Clinical Teaching in their attendance centers and field tested the notebook in five school district settings, including the Geary County Schools. A fourth proposed dissertation, examining the effects of Clinical Teaching on student teachers, is expected to be undertaken during the 1986-87 school year.

DISSEMINATION OF THE PROGRAM

In addition to the teachers from other school districts who were served by the program being offered at Kansas State University, administrators and teachers from other districts have been invited guests at many of the Clinical Teaching and Clinical Supervision sessions offered in the Geary County district. Districts sending participants to various Clinical Teaching classes include: Manhattan, Seaman, Clay Center, Abilene, Sabetha, and Marysville. In addition, inservice sessions for administrators and/or teachers using components of the district model have been offered by Geary County personnel in the Marysville and Buhler districts and at regional conferences which include the Kansas State Department of Education, Kansas Association for Supervision and Curriculum Development, United School Administrators of Kansas, Kansas Association of School Boards, Kansas Association for Middle Level Education, and Phi Delta Kappa (Kansas State University Chapter). Plans to offer sessions at Emporia State University in October, 1985, and in the Hiawatha School District during the summer of 1986 are currently being formulated.

PERSONNEL ASSIGNED TO THE PROGRAM

The Clinical Teaching Program is supervised by district Superintendent Dr. Max Heim and Assistant Superintendent for Instructional Services Dr. C. Kent Garhart. Since 1983, Dr. Lawrence Lyman, an elementary principal in the district, has been assigned the instructional responsibilities for the Part 1 and 2 classes in addition to his other administrative responsibilities.

The Clinical Teaching program is evaluated and goals are set each year by a team of administrators, all of whom have been thoroughly

trained in the model and who have all assumed instructional responsibilities for components of the model at various times. The team currently includes: Dr. Heim, Dr. Garhart, Dr. Lyman, Dr. David Flowers (Director of Secondary Education), Betty Kline (Director of Elementary Education), Dr. Pat Flanagan (Elementary Principal), Marvin Darrah (Secondary Principal), and Kathy Volland (Secondary Assistant Principal).

EVALUATION OF THE PROGRAM'S EFFECTIVENESS

At the conclusion of each Part 1 and Part 2 class, a survey is administered to determine participants' reactions to the staff development effort. A summary of the evaluation results for the two summer sessions held at Kansas State University and the August session held in Junction City is presented on the following page.

EVIDENCE OF IMPACT ON STUDENT LEARNING

In 1983, participation in the Part 1 class became mandatory for teachers beginning their employment with the Geary County Schools. Since 1983, significant improvement has been noted in student test scores on the Kansas Competency Test, a state test measuring student performance on basic reading and math competencies, and on the California Achievement Test. While a variety of improvement activities took place in the district along with the introduction of the Clinical Teaching model, the district administration is confident that the quality of its staff development program has played a major role in this improvement. The improvement in test scores is illustrated by the following diagrams comparing 1983 and 1985 competency scores by building on the Kansas Competency Test and the five year summary of district scores by grade level on the California Achievement Test.

TABLE 2 - SUMMARY OF EVALUATIONS OF THE CLINICAL TEACHING PROGRAM

Evaluation Scale: 5--Strongly Agree 4--Agree 3--No Opinion
2--Disagree 1--Strongly Disagree

Evaluation Criteria	Part 1 Class June 1985	Part 2 Class June 1985	Part 1 Class August 1985
The course content improved my understanding of the Clinical Teaching model.	4.92	5.0	4.8
Class activities were meaningful and were related to course objectives.	4.71	4.96	4.8
The instruction was effective.	4.84	4.89	4.7
Films and videotapes were used appropriately and were effective instructional aids.	4.86	4.7	4.5
The textbook and handouts were effective.	4.71	4.81	4.5
The instructor modeled elements of the clinical teaching model in teaching the course.	4.84	4.96	4.7
I will be using the clinical teaching model in my classroom as a result of taking the course.	4.87	4.81	4.7
I would recommend this course to other teachers.	4.87	4.89	4.7

June, 1985 Part 1 Class--Held at Kansas State University, 38 participants
June, 1985 Part 2 Class--Held at Kansas State University, 28 participants
August, 1985 Part 1 Class--Held in Junction City, 50 participants

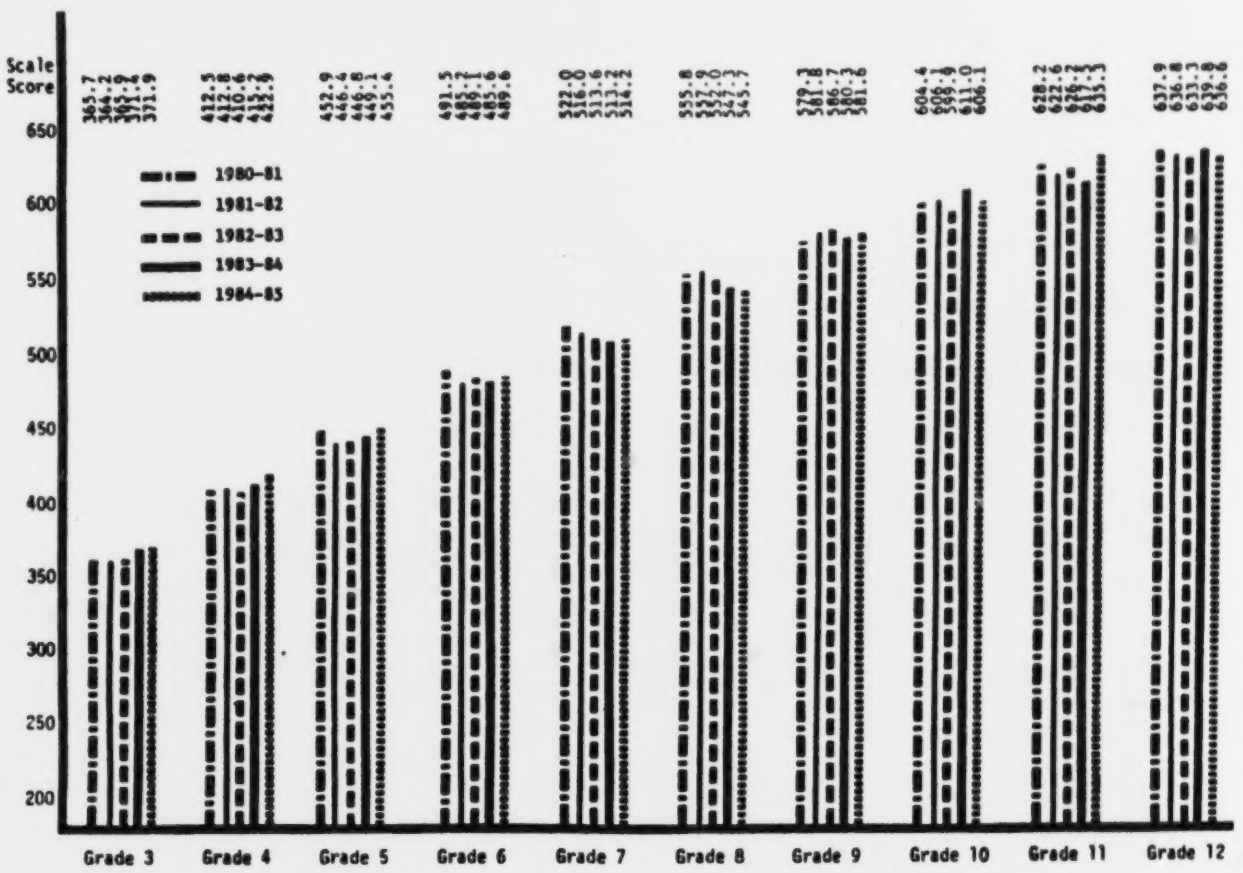
TABLE 3: KANSAS MINIMUM COMPETENCY TEST BUILDING SUMMARY DATA
1983 vs. 1983

Percent of Students Meeting or Exceeding
State Standard, by Grade and Subject

Grade		2		4		6		8		11/10	
Subject	Yr	R	M	R	M	R	M	R	M	R	M
Senior High	83									75.4	58.6
	85									74.0	58.7
Ft. Riley Jr.Hi	83							66.3	37.6		
	85							90.3	44.3		
City Jr. High	83							71.5	53.3		
	85							86.7	53.6		
Custer Hill		78.0	87.7	36.0	44.0	37.5	33.3				
		79.2	83.0	74.4	87.2	63.2	94.7				
Ware		44.7	67.4	44.4	59.3	30.2	25.0				
		84.2	87.2	86.4	87.5	71.6	66.7				
Ft. Riley Elem.		66.7	93.3	83.8	81.6	66.7	68.8				
		80.3	95.0	92.3	88.5	73.5	64.7				
Franklin		71.8	84.6	58.1	65.1	37.5	40.0				
		84.4	86.7	85.2	96.3	76.0	88.0				
Grandview		50.0	72.7	42.9	47.6	69.6	69.6				
		95.2	100.0	88.9	66.7	69.2	69.2				
Jefferson		62.7	83.6	48.3	74.1	52.2	50.0				
		87.9	95.5	81.8	81.8	75.6	55.6				
Lincoln		65.0	100.0	51.2	64.3	59.3	63.0				
		91.1	95.6	82.6	69.6	69.6	82.6				
Milford		100.0	100.0	83.3	83.3	54.5	63.6				
		87.5	100.0	90.9	100.0	88.2	76.5				
Morris Hill		41.5	85.0	55.6	71.4	32.1	25.0				
		92.5	90.5	97.7	95.6	94.7	94.7				
Sheridan		75.0	100.0	32.0	57.7	64.0	56.0				
		100.0	100.0	92.9	92.9	95.7	91.7				
Washington		57.3	81.7	12.1	34.5	29.2	23.5				
		81.8	87.0	70.9	47.3	79.4	44.1				
Westwood		53.5	74.4	20.0	40.0	30.2	34.9				
		89.3	96.4	94.1	94.1	69.8	83.7				
Eisenhower		68.8	90.6	80.8	80.8	66.7	51.2				
		92.6	96.2	95.7	100.0	88.5	88.5				

TABLE 4: FIVE YEAR COMPARISON OF TOTAL BATTERY COMPOSITE SCORES ON THE CALIFORNIA ACHIEVEMENT TESTS

1980 - 1984



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BUDGET FOR THE PROGRAM

The 1984-85 budget for the Clinical Teaching program was $12,218.76 which was allocated as follows:

Travel expenses for administrators to Clinical Teaching/Supervision Sessions	$ 2,441.51
Payments to New Teachers Taking the Course During Their First Year of Employment in the District ($9.50 per hour)	$ 6,474.25
Instructor's Fee ($600.00 per class)	$ 2,400.00
Media and Materials	$ 903.00
TOTAL BUDGET FOR THE PROGRAM (1984-85)	$12,218.76

SUMMARY

Current educational research offers real promise for instructional improvement in the public schools. Research has shown that certain teacher behaviors will predictably increase student achievement, with resulting gains in student self-concept and enthusiasm for learning. Translating these effective behaviors into a practical staff development program for the Geary County School District has resulted in an effective Clinical Teaching program that has helped to increase student achievement, assisted teachers in setting practical, reachable goals for improvement of instruction, and served as the impetus for the Effective Schools Program which will be undertaken in the school district during the 1985-86 school year. The program helped the district develop a useful liaison with Kansas State University and has provided opportunities for the district to gain recognition statewide for its emphasis on instructional improvement.

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